

K-5

Reading Success Plan

Guidance for Missouri School Districts



Missouri
Read,
Lead,
Exceed

Rev. 2025

REVISION HISTORY

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INTRODUCTION

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Early literacy education is critical to a student’s long-term academic success. Therefore, it is important to identify students who have a substantial reading deficiency or are at risk for reading disabilities, such as dyslexia, as early as possible. Early identification allows educators to provide instructional support targeted to individual student needs, to monitor student progress and response to instruction over time, and to adjust instruction as needed.



This guidance document provides a systematic process for the development and implementation of a Reading Success Plan (RSP). The guidance is structured to address the following:

- **Define:** What is an RSP?
- **Identify:** Who needs an RSP?
- **Create:** What are the components of an RSP?
- **Implement:** How is an RSP implemented?
- **Exit:** When does a student exit an RSP?

Per Senate Bill 681, Section 167.268, RSMo, requires that “each LEA should have on file a policy for Reading Success Plans.” This guidance has been developed as a resource for districts in the development of their

own RSP policies. For further information on how to navigate the changes in legislation aimed to improve how Missouri students are taught to read, reference [DESE’s Literacy-Based Quick Reference Guide](#).

DEFINE

What is an RSP?

An RSP is a well-developed and defined plan to support students who exhibit a substantial deficiency in reading. Missouri legislation (Section 167.645, RSMo) specifically addresses student literacy and lists the requirements of an RSP. The development of an RSP includes the process of gathering and analyzing student data, determining if a student has a substantial reading deficiency (SRD), using data to set student growth goals, and assessing whether students meet those goals at the end of instruction. Students who receive an RSP must have evidence-based intervention reading instruction that is grounded in the science of reading.

An RSP is designed to monitor the specific skills needing improvement as identified through a state-approved assessment, dyslexia screener, teacher observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions as well as progress monitoring tools to measure growth. See the list of approved assessments and assessment cycle in Appendix A.

This guidance offers a formalized, collaborative process for developing an RSP using assessment analysis and student growth data in the evaluation and planning of reading improvement.

Section 167.645, RSMo, states “At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who: (1) Exhibits a substantial deficiency in reading which creates a barrier to the child’s progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or (2) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.”

What is an SRD?

An SRD refers to a student who is one or more grade levels behind in reading or reading readiness established by Section 167.645, RSMo. This can be determined when a student does not meet the minimum skill levels for reading proficiency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension or overall Lexile level for the student's grade level.

What is the RSP process?

Gathering and analyzing student data

The first step in the RSP process is to gather and analyze student data. At a minimum, the body of evidence will include results from the state-approved foundational reading assessment as well as results from the required dyslexia screening, if administered separately from the state-approved foundational reading assessment. Once collected, local education agencies (LEAs) should review and analyze this body of evidence to determine if an RSP is required.

Determining if a student has an SRD

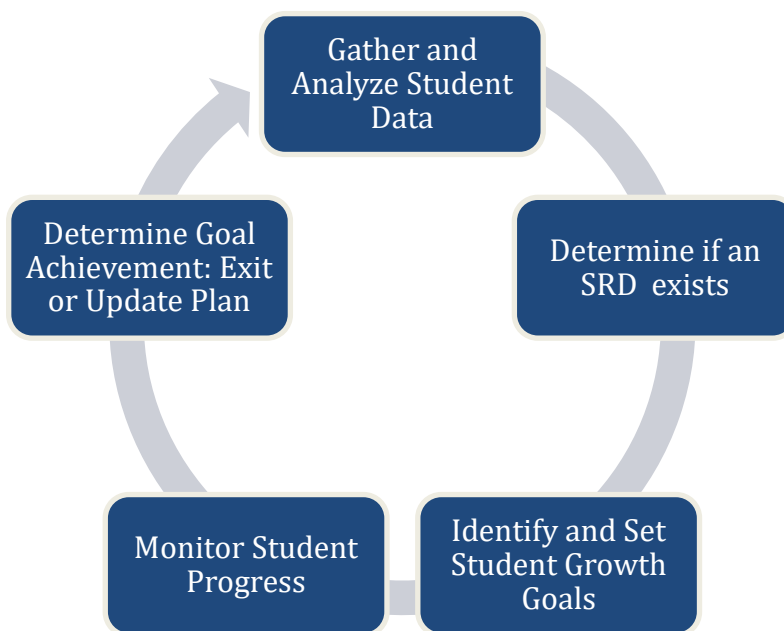
Any student identified as having an SRD, identified as being at risk of dyslexia, or has a formal diagnosis of dyslexia must be provided an RSP. As defined in Section 167.645, RSMo, an SRD exists when a student is one or more grade levels behind in reading or reading readiness. This can be determined by the student's most recent reading assessment results or through teacher observation. A student is determined to have an SRD when reading assessment results indicate an "At Risk" level in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension or Lexile level for the student's grade level.

Using data to set student growth goals

By using the body of evidence of student reading data, teachers are able to pinpoint a student's specific area of growth, which provides in-depth information about instructional needs. When the assessment indicates a skill deficit, multiple data points for that specific skill and/or associated skills are included that help determine intervention needs and goals. Once student growth goals are set and defined, the RSP should be updated and revised as new progress monitoring data is collected.

Assessing whether students meet goals at the end of instruction

An RSP is designed to monitor the specific skills needing improvement identified by teacher observation, reading assessments, dyslexia screener, and any other relevant student reading data. The teacher should use those identified skills to select aligned, appropriate, and explicit interventions and assessments to measure growth. The teacher and administrator must make a careful decision about an evidence-based intervention.



IDENTIFY

RSP Determination Process

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RSP determination is based on a body of evidence that includes reading assessment results or teacher observation and results from the required dyslexia screening or a formal diagnosis of dyslexia. The beginning-of-year reading assessment may be the first piece of evidence to indicate that a student needs additional support to make adequate progress in reading during the year. If a student has dyslexia, is at risk of dyslexia according to the dyslexia screener, or has an SRD according to the state-approved assessment results, the student must be placed on an RSP. RSPs must be provided no later than the end of the first quarter (or end of December for kindergarten) for any qualifying students.

If a student does not have a dyslexia diagnosis, is not at risk of dyslexia according to the dyslexia screener, and does not have an SRD based on the state-approved assessment results, the LEA may use their discretion to decide to give the student an RSP based on teacher observation or other assessment data. If an LEA places a student on an RSP, all requirements of an RSP must be adhered to, including monitoring and reporting requirements.

Students with IEPs

Students who have an Individual Education Plan (IEP) that includes reading goals aligned with the area(s) of their SRD may not require an RSP. However, students who have an IEP that does not include reading goals aligned with the area(s) of their SRD and who meet the requirements for an RSP must have an RSP. The individual needs of the student should dictate the goals and supports provided. All reading instruction must be evidence-based and grounded in the science of reading.

Students with disabilities who have IEPs and are not on-track for reading may require an RSP that aligns and does not conflict with their IEPs. An LEA may choose to incorporate the RSP within the IEP (when allowable) or choose to have separate plans. Reporting and monitoring plans must follow the RSP guidance. All reading intervention and instruction must be evidence-based and aligned with the science of reading.

Students with significant cognitive disabilities are exempt from taking the foundational reading skills assessment pursuant to section 167.268, RSMo. As a result, these students are exempt from all other requirements for RSPs. A student's IEP team should discuss and decide on this exemption annually. Each student's IEP should address foundational skills for literacy when applicable.

English Learners

English Learners (ELs) who have Individual Academic Plans (IAPs) and are not on-track for reading may require an RSP that aligns and does not conflict with their IAPs. An LEA may choose to incorporate the RSP within the IAP (when allowable) or choose to have separate plans. Reporting and monitoring plans must follow the RSP guidance. All reading intervention and instruction must be evidence-based and aligned with the science of reading.

Pursuant to 167.645, RSMo, students with an English language proficiency level below 2.0 on the WIDA Screener or ACCESS are exempt from taking the foundational reading skills assessment. For first semester kindergarten students, a student's oral language proficiency level is used to determine eligibility for an RSP. The oral language proficiency level is a composite score calculated using the listening and speaking scores from the WIDA Screener.

Body of Evidence: Data to measure literacy skills and inform instruction

A body of evidence is a collection of information about a student's academic performance that, when considered in its entirety, documents the level of a student's academic ability. At a minimum, results from the state-approved foundational reading assessment, results from the dyslexia screener, a formal diagnosis of dyslexia, or teacher observation will be used to determine the need for an RSP. Teacher observation may be used to qualify a student for an

RSP. However, teacher observation may never override foundational reading assessment data or dyslexia data to prevent a student from receiving an RSP.

In addition, the body of evidence may include formative assessments, additional universal reading screenings, or work that a student independently produces in a classroom. Furthermore, evidence may include scores on summative assessments if an LEA decides that these assessments are appropriate and useful in measuring students' literacy skills.

Although the foundational reading assessment data is the determinant in whether a student requires an RSP, the body of evidence is essential in assigning and setting goals and guiding instruction. A diverse body of evidence that extends beyond the minimum requirements will allow educators to more thoroughly understand students' current skill levels and will allow them to more accurately develop growth targets, choose instructional materials that will guide intervention, and select appropriate progress monitoring measures.

Collecting data to measure literacy skills

Senate Bill (SB) 681 (2022) requires the administration of a state-approved foundational reading skills assessment to all students in grades K-3 to identify those who may be at risk for having an SRD. Additional qualitative and quantitative data in the body of evidence may include school readiness assessments, summative assessments, observations, and samples of classroom work. Information about students' language proficiency and other factors that influence academic performance may also be included.

A complete body of evidence measuring students' literacy skills includes all components of reading and oral language. When selecting additional data, teachers should ensure the materials or evidence accurately measures the skill deficits and areas of need identified in the foundational reading skills assessment. See Appendix B for examples of data sources to collect and analyze essential foundational reading skills.

Testing Window Dates for the 2025-26 School Year

The beginning-of-year foundational reading assessment testing window opens on August 18, 2025. The window closes for students in grades 1-5 on October 17, 2025, and closes for kindergarten students on November 14, 2025. Local educational agencies must implement the foundational reading assessment within the beginning-of-year testing window as well as within the first 30 school days.

The end-of-year testing window opens on April 6, 2026, and closes on May 29, 2026, for students in grades K-5. Local educational agencies must implement the foundational reading assessment within the end-of-year testing window as well as within the final 30 school days.

SB 681 (2022) and Dyslexia

Educators, researchers, and policy makers generally agree that the defining characteristic of dyslexia is a deficit in word reading and processing. There is also general agreement that, to be diagnosed with dyslexia, children must have adequate vision and hearing acuity along with adequate cognitive skills to be able to learn to read (Elliot, 2020; International Dyslexia Association, 2002).

Students who are identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia will also be required to have an RSP. The LEA will provide an explanation that the instruction used to teach the child reading will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

RSP Requirements by Grade Level and Essential Reading Skill

An RSP is required for every student identified as at risk for dyslexia and for every student who has a formal diagnosis of dyslexia. All risk levels are determined by the vendor's cut scores.

Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	Identified as at risk in either of these two essential skills		Identified as at risk in any two of these three essential skills			1 year or more below grade level	RSP Required
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required

Students will receive an RSP according to the chart above. Below is a bulleted description of each grade level requirements for RSPs.

- **Kindergarten**
 - Students require an RSP if identified as At Risk in either of the following:
 - Phonemic awareness
 - At risk for dyslexia or has a formal diagnosis of dyslexia
- **Grade 1**
 - Students require an RSP if identified as At Risk in any of the following:
 - Phonemic awareness
 - At risk for dyslexia or has a formal diagnosis of dyslexia
 - One year or more below grade level Lexile score
- **Grade 2 and 3**
 - Students require an RSP if identified as At Risk in any of the following:
 - Phonemic awareness or phonics
 - At least two of the following essential skills: fluency, vocabulary, or comprehension
 - At risk for dyslexia or has a formal diagnosis of dyslexia
 - One year or more below grade level Lexile score
- **Grade 4 and 5**
 - Students require an RSP if identified as At Risk in any of the following:
 - Any of the essential skills areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension)
 - At risk for dyslexia or has a formal diagnosis of dyslexia
 - One year or more below grade level Lexile score

It is important to identify students at risk for reading disabilities early, provide instructional support targeted to individual student needs, monitor student progress and response to instruction over time, make adjustments to instruction as needed to ensure adequate progress toward important early literacy and reading goals, and evaluate outcomes for individual students and at a systems level. A key indicator of dyslexia is significant and sustained difficulty in gaining essential early literacy and reading skills despite being provided generally effective instruction. It's not enough to assess the student's skills, educators must also evaluate the instruction the student is receiving.

What data determines reading proficiency?

Students must continue with an RSP until the SRD is remedied. Reading proficiency must be reassessed by the state-approved reading assessments. The end-of-year reading assessment data determines a student's next steps, including exiting their RSP, enrolling in a summer reading program, and/or continuing their RSP over the summer and into the following school year. See Appendix A for a list of the state-approved assessments.

State-approved K-3 reading assessment data

The chart located on page 6 provides information to be included in the body of evidence to determine if a student requires an RSP. The chart labels the essential skills that, if determined to be At Risk, would require a student to receive an RSP. In addition to the essential skills areas, if a student is identified as being a grade level or more below in Lexile level, an RSP is required. Any student identified with a formal diagnosis or at risk for dyslexia on the state-approved reading assessment or another dyslexia-screening tool is required to have an RSP.

Qualifying for an RSP through end-of-year data

End-of-year data from the foundational reading assessment may reveal that a student who did not qualify for an RSP at the beginning of the year now has an SRD. LEAs should account for this as they write their local policy for RSPs. At a minimum, students need to be reported in MOSIS as qualifying for an initial RSP in the June reporting cycle and the identification of an SRD should be communicated to parents. When determining whether to write an RSP at the end of the year, LEAs should consider whether summer learning opportunities (summer school, reading camp, or tutoring) are available to the student. If so, an RSP should be developed with goals that can be used to support and guide summer instruction. If no summer learning opportunities are available, the LEA must ensure the student completes a beginning of year foundational assessment in the fall to determine if the SRD still exists and/or whether an RSP must be developed.

RSP Reporting Requirements

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LEAs are required to report RSP data in MOSIS during the February and June reporting cycles. The following data must be reported:

RSP Reporting in MOSIS			
February	RSP – Select one of the following. • No RSP • Received an Initial RSP • Updated an Existing RSP • Exited an RSP • Exempt from Foundational Reading Assessment	Primary Intervention – Select one of the following. • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Dyslexia	Primary Support – Select one of the following. • Small Group Instruction (within the classroom) • Small Group Instruction (outside of the classroom) • Individual Intervention • Before or After-School Tutoring
June	RSP – Select one of the following. • No RSP • Qualifies for an Initial RSP Based on EOY Assessment • Received an Initial RSP • Updated an Existing RSP • Exited an RSP • Exempt from Foundational Reading Assessment		

The table below provides the name, codes, and definitions for RSP MOSIS reporting options.

Name	Code	Definition
No RSP	NO RSP	No RSP
Received an Initial RSP	REC RSP	Received an initial RSP
Updated an Existing RSP	UPDATE RSP	Updated an existing RSP
Exited an RSP	EXIT RSP	Exited an RSP
Exempt from Foundational Reading Assessment	EXEMPT	Exempt from Foundational Reading Assessment
Qualifies for an Initial RSP Based on EOY Assessment	QUALIFY	Qualifies for an initial RSP based on EOY assessment (only available to report in June)
Phonemic Awareness	PHONAWARNS	The primary intervention for the student is phonemic awareness.
Phonics	PHONICS	The primary intervention for the student is phonics.
Fluency	FLUENCY	The primary intervention for the student is fluency.
Vocabulary	VOCAB	The primary intervention for the student is vocabulary.
Comprehension	COMP	The primary intervention for the student is comprehension.
Formal Dyslexia Diagnosis (only select if data shows no need for intervention)	DYSLEXIA	The student has a formal diagnosis of dyslexia. Data shows that they do not require intervention. Although intervention may not be necessary, it is critical that students with dyslexia are monitored and information about any supports are shared with all educators each year.
Small Group Instruction (within the classroom/Tier 1)	SMALLGROUPINCLS	The primary support for the student is small group instruction within the classroom/Tier 1 instruction.
Small Group Instruction (outside of the classroom)	SMALLGROUPOUTCLS	The primary support for the student is small group instruction that is provided outside of Tier 1 instruction.
Individual Intervention	INDVINTERVENTION	The primary support for the student is individual intervention during the day.
Before/After School Tutoring	BFAFTERSCHL	The primary support for the student is before or after school tutoring outside of school hours.

CREATE

Required Components of an RSP

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A district must include the following components in their written district policy for RSPs to meet the RSP requirements in Section 167.645, RSMo:

1. administer the beginning-of-year foundational reading assessment and gather baseline data,
2. identify students in need of an RSP, RSPs must be provided no later than the end of the first quarter (and no later than the end of December for kindergarten)
3. develop RSP growth targets,
4. provide intensive interventions/services,
5. provide professional development services if necessary,
6. document reading instruction programming,
7. monitor progress,
8. communicate with parents/guardians and make suggestions for regular parent-guided reading,
9. address reading proficiency in the Comprehensive School Improvement Plan (CSIP),
10. administer end-of-year reading assessment and update the RSP, and
11. report to the Department of Elementary and Secondary Education (DESE) all students requiring RSPs, specific intervention, and support provided.

Using data to inform literacy instruction

Student data are used to inform implementation of scientific and evidence-based core instruction and intervention for all students. For students who are determined to have an SRD, a body of evidence is used to inform the development and implementation of an RSP. This evidence should guide instruction and interventions for all students.

The body of evidence addresses the progression of skills and interconnectedness of the components of reading. SB 681 (2022) and Missouri Learning Standards provide guidance for skills at each grade level.

A complete body of evidence for students' literacy skills includes multiple sources of formal and informal data that address all components of reading. When selecting evidence, teachers should ensure that the assessments or tasks align with the skills and competencies for the components of reading. See Appendix C for examples of evidence-based reading instruction for each essential skills area. Also, see Appendix B for examples of essential skills data sources to inform instruction.

IMPLEMENT

Factors to Consider

When implementing an RSP there are several factors to consider.

- It is necessary to understand that students, regardless of grade level, may land at any point on the literacy continuum. High-quality instruction must meet students where they are on the continuum and accelerate their learning.
- Student goals for growth should be directly tied through data analysis targeting the element or elements that keep the student from mastering foundational skills of development.
- If a student has an established or newly created IEP or IAP, review the student's plan to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.
- Professional development for teachers should be consistent and ongoing.
- The District Literacy Plan should be evaluated annually for effectiveness.
- The RSP guidance and template provides the process in which a team will use diagnostic data and progress monitoring to create, revise, and eventually to exit a student as a successful reader.

See Appendix D for an RSP Implementation Checklist and Appendix E for an RSP Template.

Parent Communication

DESE recognizes family engagement as a critical area of focus in its accountability for a quality education system. The requirements of SB 681 (2022) present an opportunity to find new ways to involve families and caregivers as critical partners in developing early literacy.

LEAs are required to notify parents/guardians of a substantial reading deficiency and the implementation of an RSP. In addition, LEAs should offer a plan that includes suggestions for regular parent-guided reading at home. Regular communication with parents to provide progress update details must be provided for any K-3 student who has an RSP. An initial notification must be in writing for any student with an RSP, with at least three additional updates including an end-of-year report of the student's results on the state-approved reading assessment. Engaging families meaningfully and early about students' reading achievement progress contributes to student success.

Parent communication will include the following:

- identification of substantial deficiency in reading;
- description of the services currently provided;
- description of proposed supplemental services and supports, that will be provided to the child, designed to remediate the identified area of reading deficiency;
- strategies for parents/guardians to help the student succeed in reading proficiency, including, the promotion of parent-guided home reading;
- notification of summer reading opportunities, if available; and
- direct personal consultation to determine if retention is warranted with the parent/guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency at the end of third grade.

Relevant factors include

- reading deficiency,
- progress in other subject areas, and
- the student's overall intellectual, physical, emotional, and social development.

All communication should be provided to the parent/guardian in a manner that is appropriate and includes accommodations as needed. All parents should be encouraged to engage in the work of developing literacy in young children. The LEA should find ways to encourage all families, including those who are not English speakers, to partner in this important effort. Developing skills in the first language enhances second-language learning. See Appendix F for samples of parent communication letters.

Progress Monitoring

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Progress monitoring is essential in ensuring that the intervention students are receiving is effective in moving them towards proficiency in the area of their SRD. Progress monitoring provides data that can be used to ensure the effectiveness of instruction, measure student growth over time, and inform instructional decisions.

Evidence-based practices for progress monitoring include:

- Determining the student's current skill level.
- Choosing a progress monitoring measure that aligns with the focus of the intervention that the student will receive.
- Setting realistic goals that will help the student move towards proficiency in a reasonable amount of time.
- Monitoring progress frequently. Progress monitoring every two weeks will allow educators to effectively monitor student growth.
- Using data gathered from progress monitoring to guide instruction.

All state-approved assessments provide progress monitoring tools and supports for teachers.

EXIT

Exiting a student from an RSP

SB 681 (2022) requires that an RSP remain in place until the student demonstrates grade-level reading competency. The RSP will be updated and revised based on progress monitoring until grade-level reading competency is achieved. This guidance supports LEAs in determining when a student has reached grade-level reading competency and may exit an RSP.

When can a student exit an RSP?

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Section 167.645, RSMo, requires that an RSP remain in place until the student's reading deficiency is remedied. A student can exit an RSP when the student:

- demonstrates proficiency in all appropriate foundational skills areas as indicated on state-approved assessment scores for at least two consecutive reading assessments, and
- maintains grade level proficiency in reading through Tier 1 instruction alone.

Once a student demonstrates proficiency in all appropriate foundational skills areas as indicated by their state-approved assessment scores, it is suggested that the educator develop a plan to transition the student to Tier 1 instruction. At that time, the entire body of evidence should be reviewed to determine any adjustments that should be made to the RSP. The level of support being provided to the student should be reviewed and adjusted to align with the current level of proficiency. For example, it may be determined that a student's intervention level be changed from intensive to supplemental as more data is gathered to determine the student's level of proficiency.

Progress monitoring should still occur as the student is transitioned to Tier 1 instruction and should continue until the student is able to exit their RSP. The frequency of progress monitoring should be adjusted as the level of intervention changes. For example, progress monitoring frequency may change to once a month after the student has transitioned to Tier 1 instruction. By continuing to progress monitor, the educator will be able to ensure that the student is maintaining proficiency. If progress monitoring data reveals that the student is not maintaining proficiency, the level of intervention should be adjusted to account for the increased need the student is demonstrating.

When making the decision to remove a child from an RSP, the LEA should consider the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the RSP in place. If a student who has been removed from an RSP and future data identifies an SRD, the student must be given a new RSP.

Educators must use elements from the template provided to demonstrate a student's progress over time. Those results must be documented, compiled into a schoolwide form (if applicable), and sent to their district. The LEA will then compile results from all schools within its district and report to DESE as required.

Considerations:

- Has the student demonstrated mastery of the minimum competencies consistently, over multiple measures?
- Does the student demonstrate reading competency in all sub-skills measured by the assessment?
- Does the assessment data align with the additional body of evidence?
- Does the student require additional support through Tier II or Tier III interventions in order to maintain grade-level competency?
- If the student is an English Learner, was adequate language support provided through Tier 1 programming, including English Language Development instruction, to ensure continued progress in reading?

Exiting an RSP beyond third grade

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Because Section 167.645, RSMo, requires that an RSP acquired in grades K-3 remains in place until the student demonstrates grade-level reading competency, some students will remain on an RSP beyond third grade. Students beyond third grade can exit an RSP once they demonstrate proficiency in all appropriate foundational skills for at least two consecutive reading assessments and maintain grade level proficiency in reading through Tier 1 instruction alone.

The assessments and the body of evidence used to determine reading proficiency beyond third grade may differ. The state-approved reading assessment list only contains assessments for grades K-5. Although, each vendor on the approved list does provide assessments that extend beyond grade 5. LEAs need to determine which assessments they will use to collect data for students on RSPs beyond grade 5 at both the beginning and end of year. Reporting of RSPs, progress monitoring, and parent communication guidelines remain the same for students on RSPs that are beyond grade 3.

Appendix A

Early Learning & Early Literacy Assessment Cycle

Kindergarten Entry Assessment (KEA)

Administered once, within the first 2–6 weeks of entering kindergarten

Kindergarten teachers use a KEA to measure the skills and behaviors of students entering school. The KEA is designed to measure five essential areas of school readiness.

Learn more about approved tools, training activities, and reporting at: dese.mo.gov/kea.

K-3 Evidence-Based Foundational Reading Assessments

Administered twice per year

1. Within the first 30 days of the school year for grades 1–3 or before Nov. 14 for kindergarten
2. Within the last 30 days of the school year for K–3

The K–3 Evidence-Based Foundational Reading Assessments measure student skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The data from these assessments are used to inform instruction, determine reading readiness, identify strengths and areas of growth, and determine if a Reading Success Plan (RSP) is required.

Learn more about the assessments at:
dese.mo.gov/literacy.

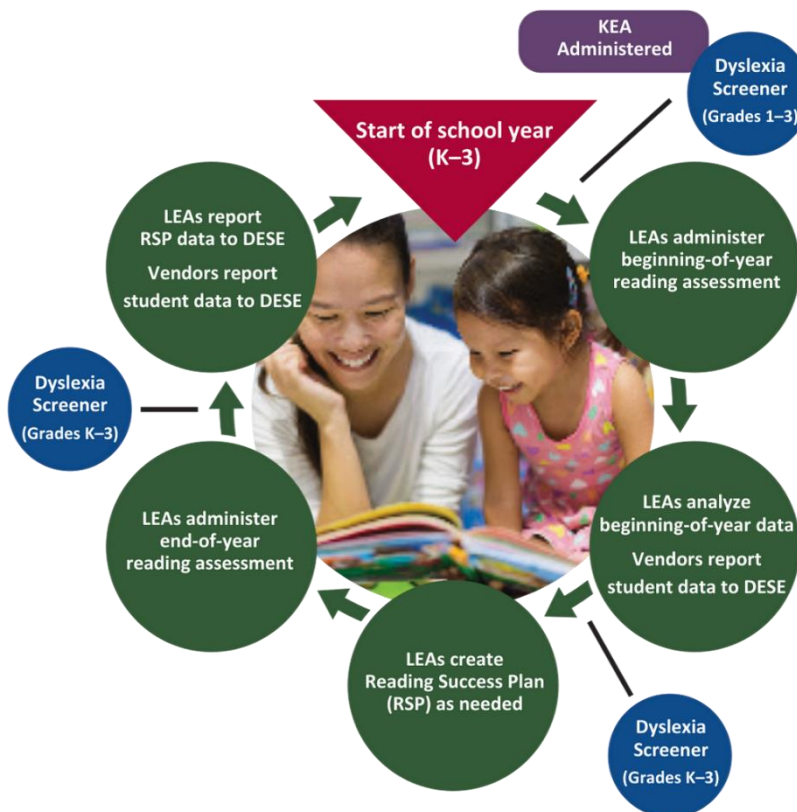
K-3 Dyslexia Screener

Administered twice per year for kindergarten and three times per year for grades 1–3

1. Within the first 30 days of the school year for grades 1–3
2. At mid-year for K–3
3. Within the last 30 days of the school year for K–3

The Dyslexia Screener is designed to help identify students who may be at risk for dyslexia or other reading difficulties. All approved foundational reading assessment vendors have a universal dyslexia screener to meet these requirements.

Learn more about dyslexia screening requirements and recommended screeners at: dese.mo.gov/dyslexia.



Additional Information

Reading Success Plans (RSPs) must be provided by the end of the first quarter (end of January for kindergarten) for any student who exhibits a substantial reading deficiency, based on a body of evidence that includes, at minimum, results from the Evidence-Based Foundational Reading Assessment, but may also include teacher observation and other formative and summative assessments. Local education agencies (LEAs) enter RSP data in MOSIS as part of the February and June cycles.

Any students who remain on an RSP beyond grade 3 must be assessed for level of reading or reading readiness at the beginning and end of the school year.

Newly enrolled students in grades 1–5 must be assessed for level of reading or reading readiness with a state-approved assessment.

Evidence-Based Foundational Reading Assessments — Approved Vendor List

Curriculum Associates® — i-Ready Assessment®

David Rogier • drogier@cainc.com • 618-402-5571
Patrick McCulloch • pmcculloch@cainc.com • 636-497-8429
www.curriculumassociates.com/programs/i-ready-assessment/diagnostic

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Examples of essential skills data

Skills	Description
Phonological Awareness	The awareness of all levels of the sound structure of spoken words. <i>Examples of data sources: (tasks should represent a continuum of difficulty)</i> teacher observation; family input; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing syllables, rhyming, alliteration, onset-rime, isolating, blending, segmenting, and manipulating phonemes
Phonemic Awareness	A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound. <i>Examples of data sources: (tasks should represent a continuum of difficulty)</i> teacher observation; speech/language evaluations; auditory/verbal response activities done without the use of visual letters addressing isolating, blending, segmenting, and manipulating phonemes
Phonics	A method of reading and writing instruction that teaches spelling patterns (graphemes) to their sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them (relationship between letters and sounds). <i>Examples of data sources:</i> letter naming assessments; letter-sound correspondence assessments; blending and segmenting with print; phonics surveys; spelling inventories; nonsense words; writing samples
Fluency	The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read. <i>Examples of data sources:</i> oral reading fluency assessments; words correct per minute; error analysis; connected text; teacher observation; teacher observation; writing samples
Vocabulary Semantics	Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text. <i>Examples of data sources:</i> word, phrase, sentence, and passage reading; word knowledge checklists; morphology assessments; vocabulary assessments; assessing sentence structure, text structure, and background knowledge
Comprehension	The process of extracting and constructing meaning from stories read orally or independently. <i>Examples of data sources:</i> home language survey; teacher observation; speech/language evaluations; family input; classroom comprehension activities; listening comprehension tasks; graphic organizers; retell; summary; categorizing activities
Morphology	The study of the forms and structures of words. <i>Examples of data sources:</i> auditory/verbal/written response activities which assess how students put words together using morphemes (the smallest meaningful units), roots, and affixes to build and understand the meaning of words
Syntax	The formation of sentences and the associated grammatical rules. Syntax skills help us understand how words work — the meaning behind word order, structure, and punctuation. <i>Example of data sources:</i> auditory/verbal/written response activities which assess a student's use of word order in understanding and/or creating compound and complex sentences with proper punctuation

Appendix C

Examples of Evidence-Based Reading Instruction

Reading Component	Example of Instruction
Phonemic Awareness (PA)	Use tactile and kinesthetic aids, such as blocks, chips, sound boxes, body mapping, finger tapping, and left-to-right hand motions in learning a variety of early, basic, and more advanced PA activities as appropriate.
Phonics	Effectively teach all steps in an explicit phonics lesson. For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading.
Fluency	Provide ample opportunities for student(s) to read connected text daily, with appropriate feedback on decoding errors.
Vocabulary	Adopt and use a routine for introducing and providing practice with new word meanings.
Comprehension	Plan and deliver comprehensive listening and/or reading comprehension lessons that address background knowledge, interpretation of vocabulary and academic language, and language structures, verbal reasoning, and literacy knowledge using strategies that fit the text.

International Dyslexia Association, 2018

Appendix D

RSP Implementation Checklist

Implementation Step	Checklist Items
1. Gather Baseline Data - Teachers need to know how well prepared their students are in order to help the students reach their growth targets. Beginning of the year assessments can help teachers determine learning gaps in specific skills and identify students with a substantial deficiency in reading. - The RSP Template presents a framework for recording baseline data and ensuring a high quality RSP with all necessary elements.	Baseline Data: ☐ The beginning-of-year kindergarten assessment will be administered to obtain baseline data. The mid-year dyslexia reading screener will be included in the body of evidence in determining the need for an RSP for kindergarten students. ☐ The beginning-of-year state-approved assessment for grades 1-3 will be administered to obtain baseline data. Skill Deficiency: ☐ Data from a state-approved assessment is used to identify specific skill deficiencies. ☐ phonological awareness ☐ phonics ☐ fluency ☐ vocabulary ☐ comprehension ☐ morphology ☐ syntax ☐ orthography
2. Identify students in need of an RSP - Teachers must identify students who are one or more grade levels behind in reading or reading readiness, have been identified through screening as at risk of dyslexia, or have a formal dyslexia diagnosis. - Determination is based on a body of evidence that includes the state-approved reading assessment. - If a student has an established or newly created IEP or IAP, the student's plan should be reviewed to confirm that reading intervention needs, if necessary, are being addressed and are aligned with RSP requirements.	Student RSP Identification: ☐ Analyze baseline data (including the state-approved assessment data) to identify students with substantial reading deficiencies. ☐ Identify students who have been screened and determined to be at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia. ☐ Include teacher observation in the body of evidence when determining the need for RSP. ☐ Review RSP for any students with an IEP to ensure alignment of goals and evidence-based reading instruction is provided. - An RSP may be incorporated within the IEP and does not require a separate plan. These students will also be identified as receiving an RSP. ☐ Evaluate students with limited English proficiency to identify reading proficiency level in the student's home language before determining if a significant reading deficiency exists. - An RSP should be incorporated within the IAP and does not require a separate plan. These students will also be identified as receiving an RSP.
3. Develop RSP Growth Targets A growth target is the amount of student improvement expected based on identified goals. Typically, a growth target will be set in terms of the percentage of growth expected from a state-approved assessment at the beginning of instruction to the end.	The RSP Growth Targets: ☐ The RSP has rate of improvement (ROI) and benchmark goals aligned to the student's current assessment and screener results. ☐ The RSP has short-term objectives/targets that align to current data progress towards meeting student proficiency goals.

Implementation Step	Checklist Items
4. Provide Intensive Interventions/Services • <i>The teacher must decide how much time students need to demonstrate the desired growth. Typically, the interval of instruction will cover the full length of the course. Ultimately, an RSP must offer enough time for the expected growth to occur from the beginning of instruction to the end.</i> • <i>Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.</i>	<i>Intensive Interventions/Services:</i> ☐ Intensive interventions and/or services are documented within the RSP and are being provided free of charge to every student who is identified as having a substantial reading deficiency. ☐ Intensive interventions and/or services match the specific skill deficiency identified: phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, or syntax. ☐ Intensive interventions and/or services align to evidence-based instruction. ☐ Interventions may include but are not limited to: small group or individual instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; extended school day, week, or year; and summer reading programs.
5. Provide Professional Development Services • <i>The use of RSPs informs administrators in providing professional development opportunities regarding data analysis and assessment results.</i>	<i>The RSP Professional Development</i> ☐ For a district's program to be effective, teachers must receive professional development in the use of: ☐ assessment data analysis ☐ components of the RSP ☐ specific reading skill deficiencies and needs for improvement ☐ high-quality instructional materials ☐ state-approved assessments
6. Document Reading Instruction Programming • <i>Section 167.645, RSMo, requires LEAs to provide evidence-based reading instruction for all students having an RSP.</i>	<i>Reading Instruction Program</i> ☐ Align reading instruction programming with evidence-based reading instruction. ☐ Document reading instruction programming within the RSP. ☐ Ensure reading instruction meets the need(s) of the identified skill deficiency of the student.
7. Monitor Progress • <i>To ensure that students are on track to reach their RSP goals, the teacher must monitor progress by recording formative data throughout the year.</i> • <i>Accurate formative data allows the teacher to adjust instruction/intervention as necessary and continuously inform students of their progress.</i> • <i>The RSP Progress Tracker is a tool for monitoring progress towards those goals.</i>	<i>Progress Monitoring</i> ☐ Ensure a plan is in place to monitor and evaluate progress on goals and objectives. ☐ Revise intensive interventions based on data.

Implementation Step	Checklist Items
8. Communicate With Parents/Guardians - Communicate with parents/guardians and make suggestions for regular parent-guided home reading - Notify any parent or guardian of a student with an RSP in order to provide information of student needs, progress, and support opportunities.	Parent/Guardian Communication ☐ Notify parent/guardian of any student with an RSP at least annually in writing, and include the following: ☐ description of current services provided ☐ description of proposed intensive interventions ☐ information and strategies for helping the student at home succeed in reading proficiency ☐ Provide ongoing, regular updates at least four times per year from the student's teacher concerning results of the intervention as described in the RSP and student's progress. ☐ Share strategies for parents to use, designed to supplement the programming described in the RSP. ☐ Third grade parents/guardians will be notified in writing, in a timely manner, that a student on an RSP will be considered for retention if the student does not demonstrate reading proficiency growth by the end of third grade. ☐ Teachers and principals will provide opportunities, including information sessions to discuss all of the above written notifications. ☐ Consider communication with parents/guardians around the progress they are seeing with RSP goal support completed at home. *The teacher will communicate with the parent/guardian in a language the parent understands.
9. Address reading proficiency in the CSIP. Each LEA will address reading proficiency as part of its CSIP.	Addressing Reading Proficiency in CSIP ☐ Draw upon information about students from assessments conducted and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. ☐ Include strategies to reduce the percentage of absenteeism if more than 15 percent of an attendance center's students are not at grade level in reading by the end of third grade, including school and community strategies to raise the percentage of students who are proficient in reading. ☐ Review chronic early elementary absenteeism for its effect on literacy development as part of its CSIP or contract.
10. Administer the end-of-year assessment and update the RSP Success on RSP is determined by performance on the designated end-of-year assessments. Summative results should also be recorded.	Review and revise RSP based on end-of-year student assessment: ☐ Ensure students receive intensive reading instruction from a highly-qualified or effective teacher with expertise in teaching reading. ☐ Implement and continually revise RSP until the student has met grade level reading proficiency. ☐ Provide students increased daily time in school for intensive reading instruction beyond that received in the initial year. ☐ Review RSP on a monthly basis at minimum. ☐ Revise RSP to include additional strategies and interventions with increased frequency, intensity, or duration.
11. Report the specific interventions and supports as well as reading assessment data collected for grades K-5 Once the RSPs are completed, the data will be collected, reported to DESE, and maintained by the district.	Once the RSP is complete: ☐ The district approval authority should ensure all the elements of a high-quality RSP are present. ☐ The district will maintain a current version (and all previous versions) of the RSP will be placed in the student's permanent academic file and transferred with the student. ☐ The district will submit required data to DESE. ☐ The teacher will submit the RSP to the designated district approval person or committee (the district will provide guidelines on how such approval authorities should be established).

Appendix E

RSP Template

The following progress report shows the progress of the student across skill areas as they move toward reading proficiency.

Student Name: _____ Grade: _____
Teacher Name: _____ School Year: _____

☐ IEP ☐ IAP ☐ Other

Other identified plans:

History of Achievement (include strengths and areas of need from previous years based on assessments and parent input):

State-Approved Assessment Results		
Time Frame	Score	Comments
Beginning-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	
Mid-Year Screening	Score:	
End-of-Year	Lexile Score: PA: Phonics: Fluency: Vocabulary/Semantics: Comprehension:	Comments:

- Specific Literacy Need**
- *Data indicates specific skill deficit(s) in the following areas:
- ☐ Phonological Awareness (PA)
 - ☐ Phonics
 - ☐ Fluency
 - ☐ Vocabulary/Semantics
 - ☐ Syntax
 - ☐ Comprehension
 - ☐ Orthography
 - ☐ Morphology

Reading Success Plan Goal(s)	
*List the goals in order of priority and align objectives for progress monitoring to the outlined goals.	
Goal	Specific Literacy Need
Goal #1:	Select specific literacy need:
Goal #2:	Select specific literacy need:
Goal #3:	Select specific literacy need:

Progress Monitor (PM)

Goals and objectives developed for the student should align with identified specific skill deficit(s). Reference Missouri Learning Standards and Item Specifications when creating goals. When a significant reading deficiency is identified, progress monitoring is recommended every ____ days. Updates must be communicated to student's families four times throughout the course of the year, along with reading strategies to be used at home.

Goal 1 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 2 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Goal 3 Specific Literacy Need:

Date objective started:	Score:	Determine progress being made:
PM1 Date:		
PM2 Date:		
PM3 Date:		
Data Driven Decision Date (6 weeks):		

Family Component: (Link to strategies)

*Strategies should be given to use at home that will supplement school services.

Date:	At-home guidance:	Strategy:
PM1 Date:		
PM2 Date:		
PM3 Date:		
PM4 Date:		

Parent Communication:

Date:	Communication:	Comments:

Date	Communication:	Comments:
PM1 Date:		
PM2 Date:		
PM3 Date:		
PM4 Date		

Classroom Teacher:

Signature:

Date:

Administrator:

Signature:

Date:

Parent:

Signature:

Date:

Appendix F

Sample Parent Notification Letters

Identification

Dear Parent/Guardian:

In ____ school district, we recognize that early reading skills are strong predictors of lifelong academic success for our students. Our teachers dedicate significant instructional time to supporting students in developing literacy skills. We have numerous school and district level supports in place, including

- High-quality curriculum for all students
- High-quality classroom teachers
- Regular assessments of each child’s reading progress
- A comprehensive multi-tiered system of support process that includes a multi-tiered system of supports for students

In order to meet the requirements of SB 681(2022), starting this school year we will also:

- Communicate regularly with parents/guardians of students who are reading below grade level
- Inform parents of reading supports provided to their child at school
- Increase systems of supports for students
- Develop a Reading Success Plan (RSP) for students needing support

We are honored to have the privilege to work with you and your student to build his/her skills as an independent reader across the curriculum. As a commitment to your student’s success, we screen all students, K-5, with ASSESSMENT NAME three times a year. According to our most recent screening, your student shows performance in one of the following areas:

- ☐ Your student is at or above proficiency level. The student will receive core instruction and no additional interventions needed.
- ☐ Your student is at some risk of reading below expected levels according to SCHOOL NAME screening results. The student will receive additional reading intervention according to the SCHOOL NAME reading program guidelines.
- ☐ Your student is below expected/proficient level. Additional intervention is required in addition to a detailed, individual-reading plan.

If you have any questions or need further information, please contact ____ at SCHOOL NAME. Attached you will find the assessment information for your student.

Sincerely,

Principal

RSP

Dear Parent/Guardian(s):

This letter is an acknowledgement that you have received, in writing, your student's Reading Success Plan (RSP) for the 202X-2X school year. You are also acknowledging that your child's school has provided you with at-home resources to help your student work towards grade level proficiency. By signing this form, you are acknowledging that SCHOOL NAME has made available your student's RSP for you to review and that we have offered you a personal copy.

Signature: _____ Date: _____

Exit

To the parent/guardian of _____,

Your student has been receiving additional support with reading instruction. We have reviewed your student's progress along with ongoing reading assessments. Your student's progress indicates that he/she is ready to discontinue the additional literacy support at this time. We will continue to monitor your student's progress and will contact you if they need additional support again.

Your student's progress should be celebrated. It is also important to continue reading to and with your student on a regular basis. Reading consistently and frequently helps independent readers continue to develop.

If you have any questions, please feel free to contact me.

Sincerely,

Name (Include classroom teacher and also intervention teacher when applicable.)

Title

Contact Information